

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR MAY 10, 2016

EILEEN DONDERO FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, MAY 10, 2016

TIME: 7:00 PM [or thereafter]

NOTICE OF NON- PUBLIC MEETING: THE SCHOOL BOARD WILL HOLD A NON- PUBLIC MEETING AT 6:45 P.M., IN ACCORDANCE WITH RSA 91-A: 3, II (b) IN THE SCHOOL BOARD CONFERENCE ROOM

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. APRIL 12, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
 - a. YRBS PRESENTATION
 - b. FOOD SERVICE REPORT
- VIII. **SUPERINTENDENT'S REPORT**
 - a. ITEMS OF INFORMATION
 - i. BOARD & ADMINISTRATOR
 - ii. POLICY COMMITTEE MINUTES, MAY 4
 - iii. FIELD TRIP- CAMP CALUMET
 - iv. BEN FRANKLIN LOAN TO THE PORTSMOUTH HISTORICAL SOCIETY
 - v. PORTSMOUTH SCHOOL WATER TEST RESULTS
 - vi. PHS STUDENT PERSUASIVE WRITING LETTERS
 - vii. 1st IN NH STAFF SURVEY
 - b. CORRESPONDENCE
 - i. ROBERT J. LISTER LETTER
 - c. ADMINISTRATOR REPORT
 - i. FINANCIAL, BUSINESS ADMINISTRATOR BARTLETT
- IX. **OLD BUSINESS**
 - a. CONSIDERATION AND APPROVAL OF POLICIES (SECOND READING)
 - i. WELLNESS- JLCF

X. NEW BUSINESS

- a. CONSIDERATION AND APPROVAL OF EMPLOYMENT
 - i. SPECIAL EDUCATION TEACHER, PMS
 - ii. SCIENCE TEACHER, PMS
 - iii. SOCIAL STUDIES TEACHER, PMS
 - iv. TECHNOLOGY INTEGRATOR, PMS
- b. CONSIDERATION AND APPROVAL OF LEAVE OF ABSENCE
- c. CONSIDERATION AND APPROVAL OF POLICIES (REVISED)
 - i. FOOD SERVICE PROGRAM - EF

XI. COMMITTEE UPDATES

- a. POLICY
- b. JBC

XII. FUTURE AGENDA ITEMS

- a. ELECTRONIC TEXT BOOK POLICY
- b. STEM
- c. FUTURE STATE OF ARTS

XIII. ADJOURNMENT

V.a.

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR APRIL 12, 2016

EILEEN DONDERO FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, APRIL 12, 2016

TIME: 7:00 PM [or thereafter]

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- I. **CALL TO ORDER-** School Board Chair Leslie Stevens called the meeting to order at 7:15 p.m.
- II. **ROLL CALL-** Chair Leslie Stevens, Tom Martin, Lennie Mullaney, Gary Epler, Ann Walker, Nancy Clayburgh, Patrick Ellis, Jeff Landry, SAU50 Representative Ann Mayer, Teacher Representative Olin Johannsen, Superintendent Steve Zdravec, Assistant Superintendent George Shea, Business Administrator Steve Bartlett
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE-** Chair Stevens led the Board in the Pledge of Allegiance
- V. **ACCEPTANCE OF MINUTES**
- a. **MARCH 22, REGULAR MEETING**
- MOTION: Motion to accept the public minutes of March 22, 2016 by Mr. Epler
- SECOND: Mr. Martin
- DISCUSSION:
- VOTE: Unanimously accepted
- VI. **PUBLIC COMMENT-** None
- Chair Stevens thanked the School Start panel which included Superintendent Zdravec, Assistant Superintendent George Shea, School Board Member Mr. Patrick Ellis, PMS Teacher Ms. Erin Bakkom, Athletic Director Mr. Rus Wilson and Dr. Sharp for hosting the public forum and presentation on the proposed School Start Times.
- VII. **SPECIAL PRESENTATIONS**
- a. **PMS PRINCIPAL REPORT-** Principal Phil Davis thanked the Board and the community for their continued support and their support of the middle school model. Mr. Davis highlighted some work and events occurring at the middle school. Mr. Davis provided an overview of the Professional Learning Community, examples of the increased flow of communication between school and community and examples of the middle school model in action.
- Some changes for next year: Parent Teacher Conferences, changing to a 4- nine week term schedule are a few examples of changes expected next year and exploring new fundraising opportunities with the possibly of incorporating another community event. Mr. Davis reported the Empty Bowls community event was a huge success and raised over \$10,000 benefiting the Seacoast Family Food Pantry. "The middle school is just a proud place to be!"
- Upcoming Events:
- April 13- Enterprise City- 6th graders
- April 13 & 14- PHS Culinary Experience- 7th graders
- April 18- Project Safety- John Halligan Bullying Presentation
- April 18- Ensemble
- May 7- Gardening Project

May 13- Music Competition
May 26- Spring Showcase
May 27-NAMI Presentation on Teen Suicide
May 31- Spring Concert
June 3- First Variety Show
June 16- 8th Grade Promotion

COMMENTS/QUESTIONS: The Board thanked Mr. Davis for the presentation and congratulated him for a successful first year. Questions regarding special education staff needs arose and Mr. Davis described it was rough at times but feels they managed the coverage. The addition of Parent Teacher Conferences and changing to a 4 – nine week term schedule are great ideas. “The Empty Bowls event was outstanding!”

Congratulations to New Height’s Destination Imagination Team Savage Cabbage. The team is competing in the Global Finals in Tennessee. Mr. Ellis commented that New Heights has done an amazing job offering programs to the students. New Heights is a real asset to the community.

VIII. SUPERINTENDENT’S REPORT

a. ITEMS OF INFORMATION

- i. SCHOOL BOARD PROPOSED MEETING DATES
- ii. POLICY COMMITTEE MINUTES, MARCH 23
- iii. APRIL CO UPDATE
- iv. FIELD TRIP- FRANCE
- v. FIELD TRIP- PLYMOUTH STATE UNIVERSITY
- vi. FIELD TRIP- ROBOTICS- LEWISTON, MAINE
- vii. FY17 BUDGET VIEW BOOK
- viii. LETTER TO CHAMPIONSHIP TEAMS- DRAFT

b. CORRESPONDENCE

- i. NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES LETTER
- ii. LETTERS OF RESIGNATION, COLLEEN BLANCHARD
- iii. LETTERS OF RESIGNATION, SUZANNE DRYSDALE
- iv. I AM COLLEGE BOUND/I APPLIED CAMPAIGN LETTER

c. ADMINISTRATOR REPORT

- i. FINANCIAL, BUSINESS ADMINISTRATOR BARTLETT- Business Administrator
Mr. Bartlett provided an overview of the March financial month end report. The budget compared to last year is within a 1/2 %. There was a miscalculation for dental insurance but will be corrected for future years.

IX. OLD BUSINESS

a. CONSIDERATION AND APPROVAL OF POLICIES (SECOND READING)

- i. PROGRAMS FOR PUPILS WITH DISABILITIES- IHBA

MOTION: Motion to approve IHBA by Mr. Martin

SECOND: Ms. Mullaney

DISCUSSION:

VOTE: Unanimously accepted

X. NEW BUSINESS

a. CONSIDERATION AND APPROVAL OF POLICIES (FIRST READING)

i. WELLNESS- JCLF

MOTION: Motion to approve JCLF by Mr. Martin

SECOND: Ms. Mullaney

DISCUSSION: Chair Stevens reported the Policy Committee struggled to condense this policy as the policy encompasses a lot. JCLF is a required policy and is driven by federal guidelines set forth in grants. There are some redundancies with current policies but the policies align. There was a lot of discussion in regards to the length of the policy, definitions of healthy food, physical activity and questions about vending machines. The Policy Committee will continue to work on the policy with the Board's feedback.

VOTE: Unanimously accepted

b. CONSIDERATION AND APPROVAL OF EMPLOYMENT

i. DRAMA TEACHER- PMS/PHS

MOTION: Motion to approve Drama Teacher by Mr. Ellis

SECOND: Ms. Clayburgh

DISCUSSION:

VOTE: Unanimously accepted

XI. COMMITTEE UPDATES

a. FARM TO SCHOOL- Mr. Shea reported there is a main committee and a curriculum subcommittee which is currently in the process of developing units of study lessons to incorporate Farm to School practices in the class room. At the regular meetings, Farm to School Committee will do "garden check ins" to report on the status and development of the gardens. Mr. Bartlett reported Director of School Nutrition Deb Riso and Farm to School Program Coordinator Kate Mitchell were invited to present at the National Farm to School Conference.

b. ELEMENTARY FACILITIES- Mr. Bartlett reported the committee met today and was given an update on the LH Phase II and the future projects at Dondero and additional work at New Franklin. The City Council is touring Little Harbour on Thursday, April 14 at 6:00 p.m.

c. MAYOR'S BLUE RIBBON SUSTAINABLE PRACTICES- Mr. Ellis reported the Mayor met with committee and it brought some new excitement about providing some education to students around recycling.

XII. FUTURE AGENDA ITEMS- add "Future State of the Arts" (possible presentation by Anna Nuttall in September)

a. ELECTRONIC TEXT BOOK POLICY

b. STEM

OTHER:

Ben Franklin Painting Update: The painting is on loan for the summer. It will be part of the Warner House 300th Anniversary Exhibit at the Discover Portsmouth Center. Currently, exploring any funding options for restoration of the painting including through the Moose Plate Funding. The intention would be to restore the painting and return the painting to New Franklin.

School Board Members emails are now available on the City of Portsmouth webpage.

Next Meeting is May 10 in the Eileen Dondero Foley Council Chambers at City Hall.

XIII. ADJOURNMENT

MOTION: Motion to adjourn at 8:31 p.m. by Mr. Martin

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously accepted

VIIA.

NH YOUTH RISK BEHAVIOR SURVEY: How YRBS Data are Used



Addressing Alcohol & Drug Misuse in NH

WHAT IS THE YRBS?

The Youth Risk Behavior Survey (YRBS) is a national survey conducted by the Centers for Disease Control and Prevention (CDC) every two years among representative samples of 9th through 12th grade students. The YRBS is one component of the Youth Risk Behavior Surveillance System (YRBSS) developed by CDC in collaboration with representatives from state and local departments of education and health, other federal agencies, and national education and health organizations. The YRBSS was designed to focus the nation on behaviors related to the leading causes of mortality and morbidity among both youth and adults and to assess how these risk behaviors change over time. The YRBS measures behaviors that fall into six categories:

- Behaviors that contribute to unintentional injuries and violence;
- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection;
- Alcohol and other drug use;
- Tobacco use;
- Unhealthy dietary behaviors; and
- Inadequate physical activity.

The survey also measures asthma and self-reported height and weight to allow calculation of body mass index for assessment of overweight and obesity. More information about the YRBSS can be obtained from <http://www.cdc.gov/yrbss>.

Students complete a self-administered, anonymous, 99-item questionnaire. Survey procedures were designed to protect the privacy of students by allowing for anonymous and voluntary participation. Local parental permission procedures are followed before survey administration.

In New Hampshire, YRBS is jointly administered by the Departments of Health & Human Services and Education. High schools are given the opportunity to participate in either the random state survey, a comprehensive school-level census survey, or both. The survey was administered in New Hampshire schools during the early winter of 2015. The results are available at:

Regional Data: <http://www.dhhs.nh.gov/dphs/hsdm/yrbss.htm>

State Aggregated Data: http://education.nh.gov/instruction/school_health/hiv_data.htm

The data from the YRBS are used extensively by health departments, schools, and local area agencies to define areas of high health risk and to secure the resources necessary to address any identified issues.

The YRBS is a valid and reliable tool which has been tested numerous times. Findings are consistent with other survey findings for similar population. Responding to this survey does not encourage use of substances or other unhealthy behaviors by youth. It is a tool that can be used for positive changes rather than adding negativity to the community's reputation. It is important to note that, although the survey is administered in schools, the data reflect the community perceptions and behaviors. The school is simply a place where it is administered; it is not a "report card" of the school.

"New Hampshire's investment in the school-level YRBS may be unique, but I believe it is a key component in the regional substance abuse prevention system we have developed." —Public Health Council of the Upper Valley

"By having the network announce results, we can address the results as a community concern and/or celebration rather than having the school districts being held solely responsible for reducing risk and enhancing protective factors."—Carroll County Regional Public Health Network

HOW IS YRBS DATA USED?

The YRBS was designed to be used in various ways. For example, the results can be used to:

- **Assess** trends in priority health risk behaviors among middle and high school aged youth
- Enable schools and communities to **understand risks and health behaviors** of area youth
- **Evaluate the impact** of broad school and community interventions at national, state, and local levels
- **Develop programs or policies** to reduce risk and promote health
- **Monitor** whether health outcomes among youth are improving or deteriorating

Here is a list of some of the programs in New Hampshire that rely on YRBS data:

- Partnership for Success II
- Drug Free Communities

- DOE Safe Schools and Healthy Students
- DPHS monitoring of use of electronic cigarettes
- Check the Stats Campaign
- Regional Public Health Networks
- New Hampshire Driving Towards Zero
- New Hampshire Coalition Against Domestic and Sexual Violence
- New Hampshire Suicide Prevention Council
- New Hampshire Injury Prevention Program

In January 2016, an inquiry was sent out to New Hampshire regional youth and/or substance misuse coalitions to find out how they have specifically used the YRBS results. Below is a summary of the findings from that inquiry that reinforces the breadth of uses for these data.

Planning and Evaluation

The YRBS data is used widely by communities in New Hampshire in the planning and evaluation of health-related behaviors and risks taken by youth and has contributed greatly in providing direction to regional strategic planning and evaluation. The survey has helped to identify gaps in health services or areas of need and is able to highlight positive movement on key indicators where the community is doing well. Data from the YRBS can help communities compare health-related behaviors overtime, across the community and in comparison to the state. Data trends can provide local communities clear measurements when it comes to intermediate- and long-term program outcomes. It provides a strong data foundation to target and monitor program effect.

“[YRBS data] is critical in determining progress made in local communities and allocating new resources across the region in our various program areas.” —North Country Health Consortium

Regional Public Health Network leaders have noted that the YRBS data are a critical piece of their Strategic Plan for Prevention and assists in the analysis of trends in substance misuse behaviors and attitudes. The data are used as baseline data for the goals and strategies in many of the regional three year strategic plans.

“For our Community Health Improvement Plan (CHIP), a plan that establishes priority areas for concentration for the next five years, the YRBS has proven extremely useful in identifying areas of need.” —North Country Health Consortium

Schools and other youth serving organizations can track trends in risk taking behavior and take steps to reduce the risk. For example, the 2013 YRBS data analysis led one

district’s middle and high school to train its entire staff in the Connect Suicide Prevention program of NAMI NH. “Administration and staff were concerned about the data they received on the numbers of students who reported *“feeling sad,” “having considered suicide,” “having made a plan,” and/or “having made a suicide attempt”*.”

Another respondent indicated that the YRBS results allowed them more clearly to pinpoint when the risk-taking behaviors start; such as initial use of alcohol and drug use, engaging in sexual activity, and the health and nutrition behaviors of students. Users of the YRBS are able to *“identify positive movement on key indicators, such as use of alcohol in the past 30 days, in our full implementing schools versus regional trend lines and the state trend lines across the same period.”* (North Country Health Consortium)

“Further, analysis of protective factor questions such as Perception of Peer Disapproval and Perception of Risk has shown strong correlation with lower use rates. These give us clear measurements when it comes to our intermediate program outcomes.” — North Country Health Consortium

The data users provided examples of how the calculation of body mass index (a calculation based on weight and height) and other questions about diet and exercise have *“proven extremely useful in identifying areas of need around obesity.”* (North Country Health Consortium)

“We do use the data as a major piece of any strategic planning around youth risk behaviors, including substance misuse, suicidality, physical activity, nutrition, and violence, among others.”—Public Health Council of the Upper Valley

Funding Sources

Regions reported that data from the YRBS have been essential in bringing resources and funding to their communities. The survey data have helped regions prove effectiveness and identify needs on a variety of public health issues to current and potential funders. These data have been found to be helpful in grant proposals and grant reporting. One region indicated that the YRBS data was a critical part of their needs assessment and that the availability of regular YRBS survey data was a major selling point in their ability to demonstrate their outcomes.

“Beyond the planning and evaluation uses already mentioned, the YRBS is critical when it comes to proving effectiveness and identifying needs to current and potential funders, allowing us to continue to bring resources to bear on a variety of public health challenges facing our region.” — North Country Health Consortium

Multiple regions noted that data used from the YRBS helped them to receive funding to hire Student Assistance Professionals (SAP). The SAPs work with at risk students and provide prevention initiatives in schools. One respondent indicated that the YRBS data was *“instrumental in two of our schools receiving Project Success grants last year.”* Another indicated that they were *“able to leverage additional funding for youth empowerment initiatives in substance misuse prevention.”* (Carroll County Regional Public Health Network)

Respondents also reported using the YRBS data in applications that helped them to be selected as a federal Drug Free Communities Support Program Grantee. *“The YRBS provided baseline information for us to then demonstrate progress in meeting our youth drug use reduction goals.”* (Carroll County Regional Public Health Network) In addition, the YRBS data has been used in the application for “STOP Act” grant, which focuses on prevention of underage drinking.

The YRBS data was used to help make the case for adolescent Screening, Brief Interventions and Referral to Treatment (SBIRT) initiative at a local Federally Qualified Health Center. Another example of how the YRBS data helped leverage the expansion of services was reported by a regional network that was able to *“hire a part-time SAP, have male and female groups to talk about substance abuse, offer one-on-one counseling, produce school-wide projects/initiatives getting conversations started about drug and alcohol use/misuse, as well as partner with many community resources.”*(Greater Sullivan County Regional Public Health Network)

“We used YRBS data to leverage additional funding for youth empowerment initiatives in substance misuse prevention and in strategic planning for at least 2 existing Community Coalitions.”

— Seacoast Regional Public Health Network

Another location states that the 2013 YRBS data was instrumental in guiding development of their regional Community Health Improvement Plan. *“Results were especially informative as we identified risks and response strategies in mental health and substance/alcohol misuse priority areas.”* (Seacoast Regional Public Health Network)

Community Awareness/Engagement

Regions have reported that YRBS data have helped them to engage their community in prevention efforts across the various sectors of the community, including the schools, youth-serving organizations, the faith community, the business community and health care. These data have helped communities develop educational material (digital, print,

non-print) to increase community awareness of risk factors and develop social norm campaigns in schools. Increased awareness and trend data can help school and community members recognize the benefit of interventions aiming to reduce risky behaviors among adolescents and young adults. Sharing of these data has helped communities build strong relationships and partnerships that have been beneficial in working together on community planning, evaluation and applying for additional funding.

“In general, YRBS results provide us with an opportunity to partner with schools as we share the results with community members. This gives us a chance to show the community what positive work is on-going, what role the school is playing in addressing concerns, and demonstrating that addressing concerns is a multi-sector responsibility.” — Public Health Council of the Upper Valley

The YRBS data forms the basis to *“meet to review and disseminate the data with the school partners so they feel as if they have a plan to both tackle the challenges of risky behavior and develop stronger initiatives to promote health and wellness.”* (Strafford County Regional Public Health Network)

“We continue to share de-identified data at presentations, tabling opportunities at community events, meetings with partners from sectors we are inviting into join into our work and other arenas where we can raise awareness.” — Public Health Council of the Upper Valley

YRBS data are often presented to the community *“during community forums and helped engage the community in prevention efforts across the various sectors of the community, including the schools, youth-serving organizations, the faith community, the business community and health care.”* (Carroll County Regional Public Health Network) The YRBS provides an *“opportunity to partner with schools as we share the results with community members.”*(Public Health Council of the Upper Valley)

The data are used to provide cultural context for other initiatives, such as SBIRT implementation and has been used for the development of digital, print, non-print social norm campaigns in the schools/to their peers.

State and Federal Policy Development

The YRBS can best be used to *“show the community what positive work is on-going, what role the school is playing in addressing concerns, and demonstrating that addressing concerns is a multi-sector responsibility.”* (Public Health Council of the Upper Valley) The data from the YRBS can help to inform local, state and federal policy development. Using these data to tell a story about the health and safety risks of the youth in our state can help to influence policies that will benefit the future health and safety of our communities.

One respondent indicated that their youth had used the YRBS data to make a presentation to NH legislators and Presidential Candidates using YRBS data comparing local and statewide and national data. For example, the YRBS perception of risk and perception of harm-related data from the YRBS was used as part of one region's frame for community-based Naloxone education.

ADDITIONAL CONSIDERATIONS

It was repeated by several respondents that they use the YRBS data to reflect what is going right and working in their communities; it is not just about what is wrong. *"Any release of public information is through positive interpretations instead of 12% use drugs before the age of 13, we would state 88% did not use drug before the age of 13. (High School Principal)*

"Data is only as good as a community or group putting an action plan in place to make impact." —

Strafford County Regional
Public Health Network

The YRBS has allowed one regional network to establish trust and collaboration with the principal and superintendent as a result of meeting to review and disseminate the data with the school partners. It was noted that this is helpful

so they feel as if they have a plan address the challenges of risky behavior and develop stronger initiatives to promote health and wellness overall.

When asked about the value of the YRBS data, one respondent stated simply that *"YRBS data is the only youth data we have."* Several respondents stated that they are hoping to or are already planning to expand the implementation of the YRBS to their middle school population.

"The logical next step is to expand our capacity to support the middle school version of the survey. For many New Hampshire communities, substance use begins prior to age 13, and we need data from younger students to better understand those behaviors and to document our efforts to drive that age of first use down." — Public Health Council of the Upper Valley

For more information or questions related to this summary, please contact:

Brook Dupee at 603-271-4483 or Valerie Morgan at 603-271-6819.



Vll
D.

PROGRAM NEWS

Look for something colorful in the parking lot before you enter City Hall!

We are working closely with area produce, beef farmers and North Coast seafood out of Boston to bring more local food into the schools.

Here is some information about our local distributors. We would like to show that it doesn't have to be expensive and labor intensive to put local food on the menu.

**NORTH COAST
SEAFOODS**

**SCHOOL FOOD SERVICE SEAFOOD
PROGRAM**

Our Mission To offer all school children the health benefits of adding seafood to your weekly school lunch program. Equip the schools' educators with the information to understand how this food source is obtained.

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The beauty of Sea to Schools is that it provides a practical solution to a multitude of current global issues. In serving sustainable fish in the Massachusetts and New England schools, we are nourishing our kids and helping them become stronger and better learners, which is just what our future needs. Responsibly harvested fish is the most environmentally sustainable choice. Exposing New England kids to the history, traditions and methods of harvesting the bounty of our sea will help keep local culture and economies alive for many years to come.



Sole New England

- MSC Certified Sustainable Sole
- Regionally fished from the Grand Banks
- Affordable 3.6 or 4.5 oz. Portions .67 & .83 cents per portion
- Baked from Frozen to your service line in just 45 minutes
 - No Labor Needed
- Homemade New England Seafood Taste
- 85% Healthy Protein - Wild Caught Seafood
- Made Locally in Boston @ North Coast Seafoods

2

Coconut Crusted Redfish

- GMRI Certified Sustainable Acadian Redfish
- Locally fished from the Gulf of Maine
- Baked from Frozen to your service line in just 12 minutes
- No Labor Needed
- Crunchy Coconut Breading Kids will love.
- 75% Healthy Protein - Wild Caught Seafood
- Made Locally in Boston @ North Coast Seafoods



3



Fish-in-Chips

- GMRI Certified Sustainable Acadian Redfish
 - Locally fished from the Gulf of Maine
- Baked from Frozen to your service line in just 10 minutes
 - No Labor Needed
- Crunchy Potato Chip Breading Kids will love.
- Healthy Protein - Wild Caught Seafood
- Made Locally in Boston @ North Coast Seafoods

PT FARM**KNOW WHERE YOUR MEAT COMES FROM**

Welcome to PT FARM, North Haverhill, NH, your source for great meat, grown local!



PT Farm is a family owned and operated beef and hog farm. Livestock and meat are our livelihood, not just a hobby. At PT Farm, all meat sold is raised and processed right here in the twin states of New Hampshire and Vermont. Although we process for others at our own USDA inspected plant in N. Haverhill, NH, our primary goal is to produce and supply the freshest and best tasting meat in New England. We cut and grind meat daily to ensure the freshest product for you, our customer.

Through our vertical integration of production and processing, we are able to maintain a constant supply. This enables us to "meet the meat" need of many New England stores and restaurants. Visit our retail location in North Haverhill, NH and try some PT Farm meats for yourself. We are certain you'll be back for more.

PT Burgers are 81 cents for a 3.2oz burger and Advance Pierre burger ordered from Sysco is 64 cents for a 2.25oz portion!

THREE RIVER FARMERS ALLIANCE**WHO WE ARE:**

Three River Farmers Alliance is a network of farms and local producers, working cooperatively in the Seacoast of NH to market, aggregate and distributes locally produced food. Our online marketplace provides a "one-stop shop" for ordering fresh, healthy, local food, from a variety of farms and local producers.

WHAT WE DO:

Three River Farmers Alliance is currently supplying fresh, local food to restaurants, hospitals, schools, grocery stores, universities, and more. We offer an extensive selection of locally grown, seasonally available products with a convenient **year-round**, weekly delivery service.

MULTIPLE FARMS

ONE ORDER

ONE DELIVERY



Brookford Farm

We are a 600-acre diversified farm with 35+ acres in certified organic vegetable production. The farm is also home to cattle, hogs, and chickens, all rotated on pasture as the seasons allow with diets supplemented by organic grain. Our products are distributed to a 250+ member year-round CSA, restaurants, retail stores, and farmers markets. We have a farm store and artisan bakery on site. Milk from our dairy herd is bottled raw or turned into a wide variety of dairy products in our creamery.

Located only 15 minutes north of Concord, Brookford Farm is situated along the banks of the Merrimack River in Canterbury, NH. The farm moved from Rollinsford in 2012 to undertake the rewarding task of restoring this former sod farm into productive agricultural land using sustainable methods.



1. Located in Stratham, NH, our family owned and operated farm has been producing the freshest cut flowers, fruits, and vegetables for over 25 years. You can find us Monday through Wednesday and Saturday at the Farmers' Market. We also have a variety of vegetables and cut flowers available for wholesale delivery. Special orders are always welcome. Please call for prices.

Welcome to Duane Family Farm



Duane Family Farm opened its doors in the summer of 2001 after making extensive renovations to the 1850's barn which now is the home of our Farm Market. The Duane Family is only the second family to have owned this property in over 100 years. In the early 1900's sheep and chickens roamed the fields where fruit trees and vegetables are now planted and harvested for sale at Duane Family Farm. We are the fourth generation of NH farmers. Our parents and grandparents grew apples at orchards in Deerfield and Pittsfield, NH. Here on our farm in Barnstead not only do we grow apples, we also grow crops such as blueberries, tomatoes, corn, squashes, pumpkins to meet the demands of our customers who visit Duane Family Farm looking for locally grown produce.



A School Food Service Director recently e-mailed me and told me she was reporting to her school board and wanted to introduce a Farm to School Program. I suggested to her to take baby steps. Find parents, staff and members of the community who are passionate about teaching and incorporating school gardens. The Farm to School movement is catching on! I am very thankful and fortunate to have great support in Portsmouth.

On that same note I attended the School Nutrition Association of NH Spring Conference. The key note speaker was the UNH Director of Food Service (Jon Plodzik). I talked to him about our Farm to School Grants and where we are heading knowing UNH is very engaged and committed in Farm to School efforts. He told me that he was very impressed with our efforts and will be looking forward to welcoming the Portsmouth High School students to their UNH Dining Facilities.

One that same day I was elected to be the next Vice President of the School Nutrition Association of NH.

Salad Bar Opening at the High School

The salad bar stand and Point of Sale have been ordered and are due to be delivered by mid-May. I was hoping to introduce the salad bar by May but due to the USDA late issuance of funds and the employee, we trained for the position, quit after 3 weeks has delayed the opening.

State Administrative Review.

Kathy Hodges, the NH DOE Program Specialist, and Danielle Thompson, the USDA State Lead, reviewed the Middle School for all aspects of the Food Service operation. The review also included financial reports, free and reduced applications and our claiming systems.

Everything went very well only a few minor findings. According to Kathy she said it was a very smooth review.

FARM TO SCHOOL

The Program in Action (Kate Mitchell)

Hello everyone!!

I included in your files the thorough notes from our CLIPPERS Farm to School Steering Committee meeting hosted in late March. The notes from these quarterly meetings are posted to the district website so you can access them with ease going forward whenever curious. I feel this is important to share because there is a TON happening with our farm to school “implementation efforts”.

I’ll have you note that for all of our meeting notes I have made a habit of including our mission statement and objectives for the grant period, our short term goals, on the first page as a reminder for our focus and momentum.

In that spirit I’ll share these with you now....

The CLIPPERS Farm to School Program Mission is - *To cultivate a strong Farm to School program in the Portsmouth School District by focusing on **personal, community, and environmental** wellness through education, as well as growing and procuring healthy, fresh, and local foods for our **classrooms, cafeterias, and consciousness**.*

The Portsmouth School Department was awarded a two-year \$100,000 USDA Farm to School Implementation Grant to meet the following OBJECTIVES by December 2017:

1. School food volume and expenditure going to local or regional farms for fresh produce, meat, and/or fish will increase to 15% by the end of the grant period.
2. Gardens at every school will be built or enhanced so that they are actively used as classrooms and have the capacity to supplement cafeteria offerings by the end of the grant period.
3. All grades in the district will integrate CLIPPERS F2S into the curriculum through onsite gardens, visiting farmers and chefs, field trips, and other innovative means by the end of the grant period.
4. Implement effective marketing and fundraising activities to ensure that the CLIPPERS F2S program will be sustainable by the end of the grant period and integrated into district wide wellness policy.

So, these are our targets for the next two years during this USDA funded “implementation period”. From these four objectives we have outlined applicable action items in our grant, at each school

level, throughout the district to hit. At the start of the grant period we mapped them out into a timeline. We have created teams within our Steering Committee to tackle efforts. And ever since we have been charging ahead!!!

Aside from clarifying for you today what our goals are for this two-year period, and assuring you that we have a solid structure of supports ROCKING this work, I wanted to share with you some of the efforts that have materialized, already (within four months), that we DID NOT outline in our grant. This speaks to my continued experience of just how incredible this school district and community proves to be, and how right farm to school is for us.

- Objective 3 (farm to school curriculum) -
 - **“Portsmouth Farm to School Curriculum Resource”**.
 - Funded farm field trip via principal, outside of our USDA funded trips, this spring. Smart partnership with **Southeast Land Trust**. Addresses **greater wellness**.

- Objective 2 and 4 (garden growth and fundraising) -
 - **Portsmouth Rotary - Middle School**
 - **NH Charitable Foundation - Robert J. Lister Academy**
 - **Portsmouth Garden Club - Portsmouth High School**

- Objective 4 (marketing) -
 - **USDA invitations to present** - USDA Grantee Gathering in Fort Worth, TX and Tri-State (NH, ME, VT) Child Nutrition Conference in Meredith, NH

- Objective 2 (garden growth) AND interest in partnerships and continuing work through the summer months when school is out -
 - **PHS Student led** garden installation, maintenance, and activity program over the summer in a low income community via **partnership with Seacosat Family Food Pantry, Housing Authority, and more... Golden mentorship with PHS Ecology teacher Kim McGlinchey and SFFP ED Deb Anthony**.

There are parents, teachers, and students who are continually stepping up and engaging in ALL of this work. I know it is not fair for me to solely focus on just these “above and beyond” examples because you need to know that our team is doing a GREAT job hitting the mark on our identified actions within the grant too. I am the energizer bunny of cheerleaders for this group and this work.

You all know this by now. I want to spare you so again, this is why you have our CLIPPERS Farm to School Steering Committee notes in hand to learn more of what we have been up to.

This is all the sunshine, there are puddles of challenges too. As Deb mentioned the salad bar may be delayed. An employee quits and hiring a new one takes time. The rooftop garden installation involves crossing all our t's and dotting all our i's. That process, getting it right, takes time. And all of the excitement in garden growth has me being asked "do we have funding for this?", "do we have funding for that?". We are pinching pennies, and making appeals, trying to make it work so that we can avoid a "no" that may deter that energy. \$100,000 is a massive grant, but over a two-year period we just do not have funds to cover some important marketing needs. I share this with you all again in the spirit of transparency, but let me stress there is no need for concern. We have a strong, optimistic, fun, talented group involved who are committed, tooth and trowel, to getting it done. Salad bar, rooftop garden, garden growth, marketing needs.... we're on it! We are ecstatic about our progress and hope you are too. We also hope you will join us in a planting this spring or at our Portsmouth Farmers' Market booth presence this summer. Welcome you to pull up a chair and cheer away!!!

CLIPPERS Farm to School Program Portsmouth Farmers' Market Booth Dates:

Saturday, May 7th - Opening Day

Saturday, June 24th - Pollinator Week Celebration

Saturday, July 23rd - Children's Day

Saturday, October 1st - National Farm to School Month Celebration!

CLIPPERS F2S Steering Committee Meeting Notes

March 23rd, 2016, 3:30 - 4:30PM, City Hall Central Offices Conference Room

In attendance: George Shea, Diane Canada, Amy Jones, Lyndsey Bouzakine, Leslie Stevens, Cindy Hart, Kim Kumph, Kate Mitchell, Margaret Witham, Deb Riso, Sara Zoe Patterson.

Goals: First meeting where team leaders report on accomplishments and challenges coinciding with objectives calendar, and beyond. Address what is to be tackled between now and end of school year. Offer supports and direction.

Teams (Team Reporter): Curriculum (Margaret), Fundraising (Kate and Deborah L. notes), Marketing, Outreach and Partnerships (Kate), Procurement (Deb and Stacey), Rooftop (Leslie).

QUESTION: Gardens? - We have not created this specific team yet but should consider doing so! Individual school interests in reporting? How best to address?

DECISION: At beginning of every meeting going forward we will do a quick round table update on school garden progress from garden leads.

Timeline: 10 minutes per team subject includes presentation and discussion.

IMPORTANT NOTES:

- Meeting minutes are now posted on school district website.
- First report to USDA due end of April. Expect to hear from Kate re: additional reporting needs!!

MISSION:

To cultivate a strong Farm to School program in the Portsmouth School District by focusing on **personal, community, and environmental** wellness through education, as well as growing and procuring healthy, fresh, and local foods for our **classrooms, cafeterias, and consciousness**.

The Portsmouth School Department was awarded a two-year \$100,000 USDA Farm to School Implementation Grant to meet the following OBJECTIVES by December 2017:

1. School food volume and expenditure going to local or regional farms for fresh produce, meat, and/or fish will increase to 15% by the end of the grant period.
2. Gardens at every school will be built or enhanced so that they are actively used as classrooms and have the capacity to supplement cafeteria offerings by the end of the grant period.
3. All grades in the district will integrate CLIPPERS F2S into the curriculum through onsite gardens, visiting farmers and chefs, field trips, and other innovative means by the end of the grant period.
4. Implement effective marketing and fundraising activities to ensure that the CLIPPERS F2S program will be sustainable by the end of the grant period and integrated into district wide wellness policy.

Garden Updates:

Per USDA grant all school gardens have \$53 this year, and \$53 next year, for seeds, pots, stakes, hoses, etc. Limited additional tools funding (trowels/ buckets/ wheelbarrows) available to identified schools that need them most.

- **NFS** - planted peas on St. Patrick's Day. Looking to change orientation of garden beds and add additional beds. PHS built custom shed to go in in fall.
- **LHS** - turning/ weeding winter rye cover crop and will put row covers on soon for plantings
- **DON** - PTA organizing garden clean-up party week of Earth Day. Looking for garden leader in Cheryl's absence. Garden to Table PEP Class with HS student support = GREAT!
- **MS** - students have planted herbs by seed for greenhouse growing. Putting in pollinator garden in courtyard with Student Council.
- **RLA** - received grant from NH Charitable Foundation for PHS built shed and addition of two garden beds. IF PHS designed shed (not custom), build will start this spring (preferred due to timeline of funding proposal).
- **PHS** - applied for Portsmouth Garden Club grant to fill two raised garden beds to be built with donated pallets and located by pollinator garden. Still looking into insulating greenroof and parking lot milk crate gardens. Helped with homemade soup posters for cafeteria, will help with salad bar posters too.

DIRECTION:

- Remember Career Tech Construction Team is a class, not a business. They have class twice a week and when mistakes happen, they disassemble and reassemble. Student work is top-notch but must understand timelines for projects sent their way. Good to keep in mind as we continue to support their great work for our garden needs!
- Connect with RLA re: shed design and best timeline - standard = spring, custom = fall.

Curriculum:

- Had one team meeting, next meeting is Wednesday 3/30
- Tasked with identifying curriculum applicable to each grade, focussing on science. Kim K = K and 1st, Margaret = 2 and 3, George = 4 and 5, Amy and Lyndsey = MS, Kim M = HS (Kim is looking for another teacher to tackle with her)
- Center for Ecoliteracy's BIG IDEAS: Linking Food, Culture, Health and the Environment = guide
- Collecting literacy "touchstone" books for each elementary grade
- Created template for teachers to fill in revealing existing lessons that relate to F2S. To be presented at staff meetings.
- Field trip opportunity/ possibility for LHS due to construction this spring with SELT and PYO Strawberries, in early stages of exploring.

- Pursuing trip to Berkeley, CA for Edible Schoolyard put on back-burner since major component of “Academy” training is cooking and we are not quite there yet.
 - Found Island Grown website out of Martha’s Vineyard. Resources search engine is something we are wide-eyed over. Met one of directors at Mass F2S conference. They have welcomed us to visit. On the radar.
-

Fundraising:

Kate -

- NH Charitable Foundation proposal granted for RLA garden growth = \$4,100!!!
- Home Depot collaborative letter submitted (for shed materials)
- Donated seeds received from Wake Robbin Farm. Some enough for cross-district plantings.
- PHS applying for Portsmouth Garden Club Grant (2 raised garden beds)
- Seeds of Change opportunity?

Deborah -

Work completed:

- Researched grant makers who fund nutrition, schools, education, and either statewide or in NH and came up with a list of 79 names. I am going through these to eliminate those that aren't applicable to Clippers F2S.
- Researched grants made in those areas since 2011 in the State of NH and came up with a list of 100 grants. I am going through these to eliminate those that aren't applicable to Clippers F2S.
- 8 grant opportunities were sent to me by F2S staff or others.

Short term goals:

- Consolidate these lists into one master grant opportunities list. I already have it organized by funder, URL, focus, funding levels, due dates, etc.
 - Get a newsletter going that helps people respond to funding opportunities.
 - Have a shared folder somewhere (DropBox, Google Drive) where we can keep these documents once they are created.
-

DIRECTION:

- Do not pursue Seeds of Change funding opportunity (up to \$20,000) due to public participation. Timeline too tight for where we are with MS rooftop. Want to get roll-out right. Identify other opportunities, possibly revisit Seeds of Change next year.
 - Seacoast Rotary and Portsmouth Rotary have funding opportunities. Something to look into!
-

Marketing, Outreach and Partnerships:

Marketing -

- Logos resized for menu inclusion and other smaller applications
- Table tents for Friday homemade soups at PHS
- Seacoast Harvest Guides Sponsorship - Distributed to schools again (Seacoast Eat Local)
- FB - Trying to post once a day. New followers include National Farm to School Network, Seacoast Permaculture Group, Patagonia Books, and local farms.
- Nutrition Department van to be wrapped with logo this spring.

- Website - Almost finished with first phase. Will publish password protected website and share url and password with steering committee for a window of time, open for edits and recommendations. Then edit and look to launch, ideally within two months.

Outreach -

- Seed to Soil Conference presentation on Try-It Program (Slow Food and Seacoast Permaculture)
- NH Farm to School Conference presentation on planning and implementation process - May 5th (DOE, USDA and NHF2S)
- Portsmouth Farmers' Market dates thus far - Opening Day: May 7th and Summer Childrens' Day: July 23rd (Seacoast Growers' Association)

Partnerships -

- Conversations starting with SELT (field trips for elementary schools) and Share Our Strength's Cooking Matters (summer class at middle school)

DIRECTION:

- Meet with principal Phil Davis at MS to discuss cooking class and summer schedule at school, availability of building. Weekend cooking class may be more conducive to families. Weekday class may be more conducive to students/ youth. IF class possible, and pursue weekends (dream to coincide with farmers' market), track down Tammy with Operation Blessing.

Procurement:

- Met with Stacey to rework procurement bid language.
- "Local Foods Buying Group" defunct since partner didn't end up purchasing from identified farmer. Stacey's recommendation to go for it on our own.
- Looking to purchase from Brookford Farm and Three River Farmers Alliance.
- PHS Salad Bar coming this spring. New employee already hired and training in HS kitchen.

Rooftop:

- Kenny Linchey is measuring rooftop and seeking quotes.
- If railings are more than \$15,500 bidding process will be necessary (3 bidders).
- Kenny noticed in quote that although to code, railing height was drawn at 4'2". Consensus is we are not comfortable with that height, want higher. Acknowledged railings may cost more. TBC.
- Phil had potential funder for garden installation (after railings) but we do not have garden quote yet because want to be clear on true square footage, after railings installed. Funder contributing to other garden efforts at MS due to timeline.

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Board & Administrator

FOR SCHOOL BOARD MEMBERS

April 2016 Vol. 29, No. 12

Editor: Jeff Stratton

Extend a welcoming hand at beginning of superintendent's tenure

When the superintendent is new to a district, it's vital that the board work with her to establish a productive working relationship. Part of this is accepting the changes and new ideas the administrator introduces to the board and district. That means right from the moment a representative from the board calls with the job offer. Here's what board members might expect from their new superintendent as she introduces her leadership to the district:

- **Support an emphasis on family.** With an offer of employment, the superintendent might very well want her spouse to feel like part of the team from the start. It's important that the board understand they are hiring more than a superintendent, but a family who will be making a home in your community.

The board can be supportive by helping the new family move to the community through introductions to realtors and helping assist, if possible, in the various challenges of moving.

- **Let the superintendent take charge.** Expect your superintendent to plant her flag in the community early on. That's a key time in the early tenure of the superintendent, when she acts to establish her leadership during a moment of challenge or when an issue erupts. She needs to show the community, staff, and board that she is in charge and can manage the district competently.

- **Make yourself available to the new superintendent.** Sure, board members have busy personal and professional lives, too. But it is important for a new superintendent to spend personal time with each member. This is time well spent, because it will be put to best use by learning about each other as people, as well as each other's attendant belief sys-

tems about education and the district's future.

- **Expect new vehicles for communication.** Communication will be a top priority for your new superintendent. She will likely introduce a new format for a superintendent's report or newsletter, for example.

The new superintendent may also have an active presence on social media promoting the district, and that is part of her job. For example, she might initiate a running blog on the district's website, or a digital 'time with the superintendent' video series. These will be effective tools for her to introduce herself to the community and explain district issues. More importantly, activities like this will also issue a subtle invitation to stakeholders to talk about the issues that are important to the schools and community.

- **Be available to share your skills.** A new superintendent will often ask board members to serve on district advisory committees, such as a parent advisory group. These types of activities provide board members with the chance to report back to the board about their thoughts on parent input — and to also hear directly from parents about the district.

- **Understand there may be changes in emphasis.** For instance, a new administrator may emphasize data in decision-making differently than her predecessor.

- **Support the new superintendent's efforts to build school culture.** She may ask the board to participate in board "celebrations" of success where students are recognized for accomplishments. Expect these sorts of twists as the superintendent works to build a school culture of focusing on the positive. ■

Avoid closed sessions; treat your superintendent with respect

Your superintendent is a member of the board team and should be treated accordingly.

This means that the superintendent should participate in all board discussions and activities. A board should never meet without its superintendent, because that is disrespectful to the administrator. These meetings, called closed sessions, destroy any sense of board and administrator teamwork.

Closed sessions that exclude the superintendent:

- Destroy trust. Boards and administrators must be committed to open and honest communi-

cation. That only comes from working together and talking things out.

- Closed sessions don't allow superintendents to explain their actions. Without the superintendent's input, you have no idea why a decision or course of action was taken. That's when you begin to undermine the superintendent's position with second-guessing.

- Closed sessions lead to poor decision-making. Your superintendent knows the district best, and when you don't have his advice, you may make plans that aren't workable. ■

5 principles of effective board-superintendent communication

Boards often fail in their relationship with the superintendent because of a failure to communicate.

The following principles can prevent this communication failure if both the superintendent and board team commit to them:

1. Effective communication requires trust.
2. Team members must be honest with each other and replace rumors with facts.

3. Open channels of communication must be constant.

4. Board members should request staff assistance through the superintendent to ensure a coordinated flow of communication.

5. Criticism of individual staff members should not be expressed at public meetings. Criticisms should be directed to the superintendent for his attention. ■

Best way to proceed when airing disagreements

Board member question: "If I disagree with board members or the superintendent, what is the best way to let them know how I feel?"

The foremost strategy to keep in mind when voicing disagreements is to always treat board colleagues and the superintendent with respect. Respect other people and their views.

When this is maintained, disagreements can be voiced and then worked out.

Some board members actually shy away from conflict, forgetting that the true strength of board decision-making is the airing of multiple views and solutions for the issues you face. Considering differing perspectives always results in better board decisions. However, respect is necessary to maintain the climate for this to occur.

When you are discussing school problems and challenges, understand that the best board members always debate issues, not personalities. ■

Take off your 'parent hat' when serving as a board member

In *Essentials of School Board Service*, the Pennsylvania School Boards Association answers a very practical question that speaks to a dilemma parent/board members can face. Here's the question:

"I have children in school. How can I talk with their teachers now that I'm on the school board?"

Here's PSBA's response:

"This is a tricky area. No matter what you say about 'speaking as a parent, not a board mem-

ber,' it's difficult for some teachers to separate your role on the school board from your role as a parent."

PSBA advises that, if married, your husband or wife take the lead with teachers when contacting them about your child.

For information, https://www.psba.org/wp-content/uploads/2015/01/essentials_school_board_service-2014.pdf. ■

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CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM

DATE: MAY 4, 2016
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: MAY 4, 2016 MEETING MINUTES

Members Present: Leslie Stevens, Ann Walker, Steve Zdravec and Kathleen Dwyer

Others Present: Deb Riso, Paulette Rouse

Policies Considered:

Meal Charging (EFA)

Deb reported that the State had completed its audit and there were only two items requiring policy action and the remainder was technical assistance items. In observing students passing through the food service lines, the State determined that the meal charging policy was not being followed in practice. This policy limits the amount of meals a student may charge and offered alternative meal options. The limit was not being followed and alternatives were not being offered. Deb feels that part of the problem is that no one is designated at the school building levels to identify students who have exceeded the limit and development of a way to communicate this to the student so that they are not identified in the lunch line.

The Committee also examined the delinquent account amounts by school. There were many balances that exceed \$40 and some as high as \$117. Kathleen explained that a few summers ago she and Donna Sully had spent a significant amount of time in collection efforts for the larger balances to a large degree of success. Deb also explained that Donna sends out weekly reminders on delinquent accounts and that the bookkeepers call as well. Amounts, by regulation, are zeroed out at the end of the fiscal year and then re-entered for the next school year. Amounts collected on these balances are not permitted to be kept by food service, but must be reimbursed to the

general budget. Deb also reported that there may be a legislative change prior to the beginning of the next school year, alternative meal options may be eliminated. She will keep the Committee informed if this change happens.

The Committee revisited several options previously considered to address the unpaid balances. One option, is to hold the locker from Middle School students at the beginning of the year until food service balances are paid. It was decided to contact families of 5th graders to make them aware of lunch charging policies.

The Committee also recommended to Deb that personnel at the building level be identified and trained to better manage the meal charging problem.

A second finding in the audit was a failure to define the year end procedure in policy. Kathleen will find the appropriate place to include this procedure in the policy book.

Wellness (JLCF)

A re-drafted wellness policy that addressed concerns of the State had been considered for first reading by the School Board in April. Some Board members expressed concern over the length of the policy and it was referred back to the Policy Committee. The Committee examined the policy and found areas of duplicative language that will be edited and returned to the Board for its consideration.

Extra and Co-Curricular Activities (IGD)

Kathleen explained that the Disciplinary process had recently been challenged in Court by way of request for injunction against imposition of a multiple game suspension of a student athlete. While the School Department prevailed in the Court action, it did provide an opportunity to examine the process and composition of the Disciplinary Committee, the record keeping and possible changes to both. She will follow up with Rus Wilson and Mary Lyons and bring back suggested changes at the next meeting.

Next Meeting: Tuesday, May 31, 2016 9:00 a.m.

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Portsmouth School Department Out of State/Overnight Student Trip Checklist

Destination Camp Calumet
Dates of travel May 31 - June 3
Sponsor Group 5th Grade/PTA
Lead Advisor/Chaperone Molly Green
Date submitted 5/2/16
Date of meeting with Superintendent of Schools
List of other chaperones 5th Grade Teachers and Andrew French
List of students, home phone numbers, parents names attached? (603) 496-1580
Number of Students 96
Staff to Student Ratio 5:1
Principal Approval Date 5/16

Supt. Approval Date _____
Insurance _____
On File? _____
Do all Students Have Passports?
Fundraisers students have participated in Spaghetti Dinner
Method of travel to Destination Bus
Are Home stays involved in this trip? If yes, describe No
Names of chaperones with first Aid/CPR Training Camp Calumet Staffers

Is there a Phone Tree established with parents? ^(Email) Yes X No _____
(If yes, a copy should be attached)

Cost for each student to participate # 286/student

Educational Goals for trip To teach students about the different communities in the ecosystem including forest & beach using hands-on activities.

Date of parent meeting and location held prior to departure Feb. 3, 2016

Has this trip been taken before by this group? Yes X No _____
(23 years!)

SUPPORTING DOCUMENTS:

 Itinerary

 Phone Tree

 Student Permission Slips


 Student Medical Forms- (Knowledge of seizures, food allergies, asthma etc.)

 Educational Goal (s)

 Student Emergency Medical Cards

 Plan for Presentation to the School Board (attach outline)

Approve

 _____

5/2/16 _____

Superintendent's Signature:

Date:

Prior to departure and upon arrival home the lead advisor must contact Steve Zadavec, Superintendent of Schools, at 603-617-0669

You will be invited to appear before the School Board upon return on a quarterly basis to provide a brief presentation of your trip.

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LOAN TO THE PORTSMOUTH HISTORICAL SOCIETY
Discover Portsmouth Center: Academy Gallery
P.O. Box 728, Portsmouth, New Hampshire 03802-0728
603-436-8433 or allison@portsmouthhistory.org

EXHIBITION TITLE: "Celebrating 300 Years of the Warner House"

DATES OF LOAN: May – Sept. 2016 (exact dates TBA)

LENDER'S NAME: PORTSMOUTH SCHOOL DEPT.

ADDRESS: City Hall, 1 Junkins Avenue, Suite 402

Portsmouth, NH ZIP: 03801

PHONE: 603-431-5080 E-MAIL: SZadravec@portsmouth.k12.nh.us

If an organization, the name and title of the authorizing official:

Name Stephen Zadravec Title Superintendent of Schools Phone 603-431-5080

Transported by: curators How: van

Credit Line: The Lender shall be identified as the owner in captions, labels, or other media as:

Portsmouth School Dept.

I (we) lend the object(s) listed below to the Portsmouth Historical Society for exhibition under the conditions set forth on the back of this form. If there are other conditions of the loan, they must be listed on page 3 of this form (Additional loaned items listed on page 4).

ITEM	CONDITION	VALUE
------	-----------	-------


1. H. M. S. Harlow painting, <i>Benjamin Franklin</i> (1937), ruined by water		
---	--	--

TOTAL VALUE \$ _____

The Lender declares that he/she has full authority to make this loan, that the information listed above is correct, and that he/she has read and accepts the terms and conditions of this agreement.

Lender (print name): Stephen Zadravec

Signature:  Date: 3/25/16

For PHS:  Date: March 25, 2016

Conditions of Loans to the Portsmouth Historical Society

1. The Portsmouth Historical Society (hereafter Society) agrees to treat the object(s) loaned to the Museum in the same manner as if they were the property of the Museum.
2. The Society agrees to use the object(s) only in the manner and for the purpose set forth in this form and will not lend to a third party unless the parties agree in writing.
3. The condition of the object(s) is as noted on this form.
4. The Society will provide insurance ("wall-to-wall" coverage) on the loaned item or items during such time as the items are under the control of the Portsmouth Historical Society or its representative.
5. The Society shall have no liability whatsoever for loss, damage to, or destruction of any loaned item(s) beyond the insurable value of the item(s).
6. That the value of the item(s) as stated on Page 1 or page 4, if applicable, shall be considered the maximum insured value of the item(s). All Lenders should, prior to any loan, have appraisals performed in order to avoid potential dispute with any insurance companies.
7. If the lender elects to maintain his own insurance during the loan, he must furnish the Society with proof of insurance or check and sign a waiver of liability below.
8. The Society is not responsible for the costs of, or in connection with, transporting the object(s) to or from the Museum unless specifically noted on this form.
9. The Society will surrender the object to the lender only upon the lender's signing this form and indicating that the loan has been returned. If the lender dies, or can not receive the loan personally, the estate, or the third party must have proof of its authority to receive the loan.
10. The loan is for the dates indicated on the front of this form. In the event that the lender does not pick up his property, or cannot receive it, the museum maintains the right of disposing of the object(s) or charging a storage fee ninety (90) days after the termination date. A registered letter is considered an adequate notice of the museum's attempt to notify the lender of their attempt to return the loan.
11. If the loan is to be extended it may not be for more than one year from delivery of the object(s) and a new loan form must be agreed upon and signed by both parties.
12. I grant to Portsmouth Historical Society, its representatives and employees, the right to take photographs of me and my loaned object(s) and/or to use photographs containing those images. I authorize Portsmouth Historical Society, its assigns and transferees to copyright, use and publish the same in print and/or electronically. I agree that these photographs may be used by PHS with or without my name for any lawful purpose, including such purposes as publicity, illustration, advertising and Web content.

13. This agreement may be amended at any time during the loan only in writing and signed by both parties.

14. This Loan Agreement is governed by the laws of the State of New Hampshire without regard to conflict of laws. If a dispute arises under or relating to this Agreement, and it proves impossible to arrive at a mutually satisfactory solution, the parties agree to exclusive jurisdiction in the courts of the State of New Hampshire. The courts of Rockingham County, New Hampshire will have jurisdiction to hear all matters in dispute between the parties.

15. Other conditions _____

16. Lender Insurance:

Lender elects to maintain his/her own insurance on the loaned property.

_____ [initials]

By virtue of marking and initialing the above, the Lender agrees to indemnify and hold harmless the Portsmouth Historical Society, its officers, agents, servants and employees from and against any claims or demands for damage to the loaned property, including consequential losses, whether or not caused in whole or in part by a party indemnified hereunder.

LOAN RETURN (Please sign at the end of the lending period when items are returned)

Object(s) received by the Lender in the condition noted:

Name (print) _____ Date _____

Signature _____

Object(s) released for the Museum by:

Name _____ Title _____

Signature _____

Loan Number(s) _____ Date _____

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PORTSMOUTH SCHOOL DEPARTMENT

PRESS RELEASE

The Portsmouth School Department has completed tests of water in all city schools to assess any potential exposure to lead. Tests were conducted in April at each of our schools with the assistance of Absolute Resource Associates, a state certified water quality laboratory. The results from all tests were below the Federal Drinking Water regulatory limit for lead at 15 parts per billion. The attached test result reports were produced from a representative sampling based on existing plumbing infrastructure with recommendations from Absolute Resource Associates.

While these results are reassuring, the goal for Portsmouth Schools is zero when it comes to the presence of lead. Three out of the twenty tests performed came back with some presence of lead below the limit. One was the sink in the custodial closet of New Franklin, one was a classroom bubbler at New Franklin, and one was a hallway bubbler at Dondero. Our custodial crew and maintenance department have since taken those bubblers out of service and plan to switch them out for new ones to ensure students have no contact with any lead at all. The bubblers will be retested once they are replaced.

Project ID: Portsmouth Schools Day 1

Job ID: 36029

Sample #: 36029-007

Sample ID: Dondero Mop Sink

Matrix: Water

Sampled: 3/29/16 5:45

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	3/31/16	17:09	E200.8

Sample #: 36029-008

Sample ID: Dondero Hallway 39 Bubblers

Matrix: Water

Sampled: 3/29/16 5:49

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	3/31/16	17:14	E200.8

Sample #: 36029-009

Sample ID: Dondero Womens Staff BR Bubblers

Matrix: Water

Sampled: 3/29/16 5:50

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	3/31/16	17:18	E200.8

Sample #: 36029-010

Sample ID: Dondero Playroom

Matrix: Water

Sampled: 3/29/16 5:53

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	14:41	E200.8

Sample #: 36029-011

Sample ID: Dondero Hallway 22A Bubblers

Matrix: Water

Sampled: 3/29/16 5:55

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	0.005	0.005	0.015	mg/L	1	AC	4/4/16	14:55	E200.8

Sample #: 36029-012

Sample ID: Dondero Room 18 Bubblers

Matrix: Water

Sampled: 3/29/16 5:58

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	15:00	E200.8

Questions about your results? The NH DES website 'Be Well Informed' is a great place to start.
<http://xml2.des.state.nh.us/DWITool/>



Project ID: Portsmouth Schools Day 1

Job ID: 36029

Sample #: 36029-013

Sample ID: Dondero Room 6 Bubblers

Matrix: Water

Sampled: 3/29/16 6:01

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	15:05	E200.8

Questions about your results? The NH DES website 'Be Well Informed' is a great place to start.
<http://xml2.des.state.nh.us/DWITool/>



Project ID: Portsmouth Schools Day 1

Job ID: 36029

Sample #: 36029-001

Sample ID: Franklin Custodial Office

Matrix: Water

Sampled: 3/29/16 5:11

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	0.009	0.005	0.015	mg/L	1	AC	3/31/16	16:22	E200.8

Sample #: 36029-002

Sample ID: Franklin Gym Bubbler

Matrix: Water

Sampled: 3/29/16 5:12

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	3/31/16	16:31	E200.8

Sample #: 36029-003

Sample ID: Franklin Publishing Room

Matrix: Water

Sampled: 3/29/16 5:14

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	3/31/16	16:36	E200.8

Sample #: 36029-004

Sample ID: Franklin Classroom #1 Bubbler

Matrix: Water

Sampled: 3/29/16 5:18

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	0.010	0.005	0.015	mg/L	1	AC	3/31/16	16:41	E200.8

Sample #: 36029-005

Sample ID: R.JL Girls Room

Matrix: Water

Sampled: 3/29/16 5:30

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	3/31/16	16:46	E200.8

Sample #: 36029-006

Sample ID: R.JL Kitchen Sink

Matrix: Water

Sampled: 3/29/16 5:32

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	3/31/16	17:04	E200.8

Questions about your results? The NH DES website 'Be Well Informed' is a great place to start.
<http://xml2.des.state.nh.us/DWITool/>



Project ID: Portsmouth Schools Day 2

Job ID: 36048

Sample #: 36048-001

Sample ID: Gym Bubblers PHS

Matrix: Water

Sampled: 3/31/16 5:00

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	15:14	E200.8

Sample #: 36048-002

Sample ID: Main Lobby PHS

Matrix: Water

Sampled: 3/31/16 5:02

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	15:19	E200.8

Sample #: 36048-003

Sample ID: Kindergarten Bubblers LH

Matrix: Water

Sampled: 3/31/16 5:14

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	15:47	E200.8

Sample #: 36048-004

Sample ID: Teacher's Lounge 303 LH

Matrix: Water

Sampled: 3/31/16 5:17

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	15:52	E200.8

Sample #: 36048-005

Sample ID: Lower Level Bubblers LH

Matrix: Water

Sampled: 3/31/16 5:19

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	15:57	E200.8

Sample #: 36048-006

Sample ID: Kitchen Sink PMS

Matrix: Water

Sampled: 3/31/16 5:27

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	16:01	E200.8

Questions about your results? The NH DES website 'Be Well Informed' is a great place to start.
<http://xml2.des.state.nh.us/DWITool/>



Project ID: Portsmouth Schools Day 2

Job ID: 36048

Sample #: 36048-007

Sample ID: Teacher's Lounge PMS

Matrix: Water

Sampled: 3/31/16 5:30

Parameter	Result	Reporting Limit	Regulatory Limit	Instr Dil'n		Analysis			Reference
				Units	Factor	Analyst	Date	Time	
Lead	< 0.005	0.005	0.015	mg/L	1	AC	4/4/16	16:11	E200.8

Questions about your results? The NH DES website 'Be Well Informed' is a great place to start.
<http://xml2.des.state.nh.us/DWITool/>



VIII
a.vi.
3 Stoneridge Drive
Rye, NH 03870

March 16, 2015

Portsmouth School Department
1 Junkins Avenue, Suite 402.
Portsmouth, NH 03801

Dear Portsmouth School Board:

My name is Henry Ekstrom and I am a sixteen year-old sophomore at Portsmouth High School. Like many other students at PHS, I fall victim to the stresses of being a student. For many students, their typical day does not consist of just schooling. Many participate in sports, band, clubs, and many have part-time employment. The addition of these activities help promote a healthy lifestyle but also create additional stress to an already hectic period in our lives.

The purpose of this letter is to ask you to consider a school wide change in the way course material and assessments are structured and scheduled. In preparation for both college and future employment, I might propose that all course assignments be communicated in syllabus form on the first day of each class.

The stresses many students suffer from is not a result in lack of knowledge, but that students and school staff have failed to coordinate their efforts to solve the problem. In an NYU survey, juniors of two highly academic private high schools were studied. Overall, a recorded three hours of nightly homework resulted in 49% of students feeling stressed, and 26% of students feeling depressed over a two month period. The problem these, and all students face is dividing their time in an efficient and healthy way. A syllabus document would provide students with a way to handle this problem. It would display a calendar of specific deadlines when papers and projects are due, and when tests will take place. This format would give students an outline of all the work that would be required for the class, ultimately providing the students with the flexibility and real-life experience required to coordinate their schoolwork, extracurricular activities, and personal responsibilities. With this system, no student at PHS would have to struggle like the students at NYU.

The true benefit of this system would be that the structure could aid both instructors and students by providing clear and advanced expectations. This system would allow motivated students to take control of the pace of the curriculum, while providing minimum requirements. This would better enable students to manage the course loads of multiple classes on a day to day basis. More importantly, it would allow students to alleviate the stress that comes with scheduled commitments conflicting with last minute assignments. In effect, students scores would rise and stress levels should decrease.

In closing, I ask for your support in this school wide change to a syllabus based agenda system. This format has received strong support from fellow, like-minded students. A change in the way course material is structured and presented could alleviate a lot of unnecessary stress from students, and allow them to live a healthier lifestyle. Thank you for your consideration.

Sincerely,

Henry D. Ekstrom

93 Walker Bungalow Rd.
Portsmouth, NH 03801

March 28, 2016

The Honorable Portsmouth School Board
Portsmouth School Department
1 Junkins Avenue
Suit 402.
Portsmouth, NH 03801
Re: Sugar in Classrooms

Dear Portsmouth School Board:

My name is Sophia Hennessy and I am a fifteen-year-old student at Portsmouth High School. Each day I battle against my sweet tooth. I love anything sugary and I have a hard time refusing it, especially when it is used as a reward in classrooms. Some teachers use candy or other sweets to reward correct answers, good behavior, or when the class is taking an assessment. For someone like me who has a big sweet tooth it's really hard to refuse the sugary treats and make a healthier choice.

Students and teachers should both be educated about how harmful sugar is for both your mental and physical health. School is about teaching students how to succeed and do well and I believe that applies not only to their academics and character but also to their health. Please support the task of educating the populous thereby reducing the practice of teachers giving students candy during class.

According to the American Heart Association, the average American consumed 22 teaspoons of sugar a day in 2012, when we should only be consuming between 6 and 9 teaspoons. The reason this number is so big is the same reason that sugary snacks work so well as a reward system. Sugar causes a dopamine release which acts as a reward for the body. Dr. Nicole Avena from the University of Florida College of Medicine states "sugar has a similar effect on your brain to hanging out with friends, sex, and even drugs." As humans we are hard wired to crave sugar. It's no wonder teachers use it as a reward. The dopamine release in students' brains' makes them happy, and it therefore appears to truly be a reward. However, the after effects of sugar are real and serious. A high sugar diet can lead to obesity, type two diabetes, and even depression, but it also takes a significant though less obvious toll on student's brains. The result of such a diet is a decrease in brain-derived-neurotropic factor (BDNF). According to a study done by UCLA this decrease results in a literal "slowing down of the brain." This impacts memory as well as the brain's ability to learn new skills. Teenagers are particularly vulnerable to the effects of sugar. A research group at Emory University Scholl of Medicine found a high sugar diet contributed to anxiety in adolescent mice.

Though overeating sugar is a much larger problem we can start educating the students and teachers of throughout the Portsmouth School District as well as getting rid of sugary rewards in classrooms. Decreasing the amount of sugar students consume will help students avoid long

term health issues like obesity, diabetes and depression. It will also help students remain strong learners by helping avoid decreases in their BDNF levels which may adversely affect their memory and their ability to learn new skills. Decreases in sugar will help battle the amount of stress and anxiety many students face.

In conclusion, I am asking for your support and action and creating awareness of the dangerous effects of sugar. Primarily, I would like to end the practice of providing candy and other sugar treats as daily rewards in school classrooms. Thank you for your time and consideration.

Sincerely,

Sophia Hennessy

Carly Walker
315 Newington Rd.
Newington, NH 03801
cwalker2018@apps.portsmouth.k12.nh.us

March 31, 2016

The School Board
Portsmouth School Department
1 Junkins Avenue, Suite 402.
Portsmouth, NH 03801

Dear Portsmouth School Board:

My name is Carly Walker and I am a fifteen year-old student at Portsmouth High School. I have two sisters, and one of them has a mental illness. As a sophomore in high school, she experienced high levels of anxiety and depression. In school, I often times experience high levels of stress and remind myself to just breathe. I believe that there are many students within our high school community who are experiencing similar feelings. I would like the board to consider providing more funding to be able to have more counselors full time, and recommending awareness through education provided by workshops and guest speakers.

The purpose of this letter is to ask for your support in raising more awareness of mental health issues and to make students aware that within our school there are counselors who specialize in mental health. According to Jim Sparrell, an on site psychologist at Portsmouth High School, we currently have two psychologists, and a drug and alcohol abuse counselor Marci Blanchette. She provides mental health awareness groups at lunch open to anyone. I am asking that you help the school systems to raise awareness of the access students have and to increase the dialogue between school and home. The school systems could also implement programs for all students to increase awareness of mental health issues and to end the stigma that goes along with them. So these students may help identify a friend in need or will allow a student to feel comfortable seeking help.

The US. Dept. of Health and Human Services, on February 16, 2016, published an article "Mental Health Disorders". In it they state that approximately 1 out of 5 adolescents has a diagnosable mental illness and that $\frac{1}{3}$ show symptoms of depression. Mental health can decrease school performance, and lead to suicide. However the ongoing stigma associated with mental health disorder keeps some teens and families from seeking help. Data from the Center for Disease Control and Prevention's National Health and Nutrition Examination survey in 2010,

shows that about half (50.6 percent) of the children with a mental disorder have received treatment within the past year. This means that 50 percent of children are not. The survey also showed that children with anxiety disorders were the least likely to receive treatment. (32.2 percent) The National Institute of Mental Health states that “throughout the United States tens of millions of people are affected by mental illnesses, but only half receive treatment.” If we start here we can make a difference.

Mental illnesses can arise from stress and anxiety. Students are stressed out because they believe their grades reflect their values, there is a lot of pressure to take higher level classes to prepare for college, and making good choices, while trying to fit in among their peers. If the school board provides workshops for the teachers about mental illnesses and what to look for in students experiencing one, there could be more student success. Workshops could also be provided to teach students strategies to deal with their stress and for prevention. By providing more full time counselors within the school, students who cannot afford counseling can get what they need. These counseling sessions would provide the support that a student may be lacking at home or if the parent doesn't have time to bring their child to counseling. It would also allow those who cannot afford counseling to have the equal opportunity to get better. By providing more help within the school, we could potentially decrease the amount of suicides, drug and alcohol use and the amount of students who drop out of high school.

To recap, the school board needs to consider creating more places for students to go when they are anxious or need to talk to someone. The school system also needs to make other students aware of what someone in their classroom might be suffering. We could create a week designated to Mental Health Awareness. Already we have weeks designated to Bullying Prevention and Drugs and Alcohol Prevention, so why not add a week for mental health. This week would inform students about mental illnesses and we could have inspirational speakers, such as Lori Lee Magoon, come in and talk to the whole school. This would show that our school is a community and that we care about each other. We could also create a program like the one that exists in California called *Bring Change 2 Mind*, this program raises awareness to mental health and I believe our school would benefit from a similar program. Thank for your consideration.

Sincerely,



Carly Walker

53 Spring Rd.
Rye, NH 03870

March 31, 2016

Leslie Stevens, School Board Chairwoman
Portsmouth School Department
1 Junkins Avenue, Suite 402
Portsmouth, NH 03801

Dear Chairwoman Stevens,

My name is Alexa Getman and I am a sophomore at Portsmouth High School. I am writing to you because I want you to consider a later start time for the high school. I believe the 7:30am start time is too early and inconvenient for Portsmouth teenage students. I, myself, have had countless times when I've stayed up late doing homework and then had to wake up as early as 5:30 to get to school on time. Many other students experience this as well, making it very challenging to get enough sleep. If Portsmouth High School changed their starting time to 8:30am, there would be improvement in students' academic performance.

This is an issue currently being debated by the Portsmouth School Board members, and I strongly support pushing back the start time at the high school. Students find it more difficult to concentrate and learn when they are sleep deprived and one more hour of sleep could make a big difference. Teenagers are supposed to get 9 hours of sleep each night; however, their bodies don't release melatonin until around 11pm. Since many students have to wake up as early as 5:00am to make it to class by 7:30, it makes it almost impossible to get a full 9 hours. Teenagers' bodies are rapidly developing and sleep is not only essential for them, but their sleep patterns shift toward later times for both sleeping and waking up. Their bodies are not meant to wake up that early.

Research shows that teenagers do exceedingly better in school when they get enough sleep. As a result of being sleep deprived, teenagers have trouble regulating their moods and are more likely to engage in risky behaviors. It also can create problems with teenagers' cognitive ability and academic performance, which are very important in school. Studies show that students who get less sleep are more likely to have poor grades and increased absenteeism and tardiness. Their abilities to pay attention, take tests, and make decisions are negatively affected by their loss of sleep. Students should be set up for success from the start, and one basic necessity is getting enough sleep.

Also, many teenagers are driving to and from school everyday and their lack of sleep is putting them at risk. Drowsiness and falling asleep at the wheel causes more than 100,000 car accidents each year. Many of these negative results from lack of sleep could be prevented just by changing the school start time.

With such an early starting time, PHS students are sleep deprived which has consequences extending to their health, safety, and academic performance. We as students should be given the opportunity of more sleep so we can be better prepared to achieve in school. As a Portsmouth High School Student, I strongly urge you to implement the proposal to push the start time back to 8:30am. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Alexa Getman".

Alexa Getman

240 Cass St.
Portsmouth, NH 03801

April 4 2016

Dear School Board Head Stevens,

My name is Payson Dunn, I am a sophomore at Portsmouth High School. Although I have never partaken in school lunch, I have noticed that we use styrofoam trays, which I think is concerning. Although I do not eat school lunch, it does have an impact on me as well.

I am advocating switching from styrofoam to plastic lunch trays. Styrofoam constitutes nearly a third of all landfill waste. Chemicals in it have been linked to cancers and mental health issues. While each tray is relatively cheap, a styrofoam tray costing around \$0.04 and a BPA free plastic tray about \$5.00, in the long run reusable would be the cheaper option. Including an estimated cost of washing it would take around 250 days before the reusable option was cheaper depending on how efficiently they are washed. Recently The Minnetonka East and West Middle Schools in Wisconsin made the switch, and between the two schools \$3000 was saved in the first year, with \$23,000 estimated to be saved in the subsequent three years.*

High school is an important time in a person's life. It is when a student learns who they are, and decides who they want to be, and is tested to see what they *can* be. Because of this, it is paramount that PHS students are physically and mentally healthy. Styrofoam is at odds with this. Obviously styrofoam is very bad, it can't be recycled, so it either pollutes the earth, or decays into methane, a potent greenhouse gas. You could argue, *well the students are my priority over the environment*, but the students are part of the environment and hurting it, hurts them. Polluting water results in food with extra high levels of toxins, and polluting the air leads to global warming. Even if you do not think the risks to student and environmental health are substantial, making the switch could be a good long term financial move.

Although, this may be a financial set back in the short term, it will save money in the future. Finances aside, you would be buying into the increased health and well being of Portsmouth High School students and the environment now, and in the future. Even if the impact of switching trays is not much, it might inspire similar initiatives at our and other schools, and wouldn't that really be something?

Sincerely,



Payson Dunn

*These particular schools also switched from plastic to reusable silverware.

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Please respond to the two questions below. Both responses should be framed around evidence to show we can realize our vision of a school experience characterized by *personalized learning*, with rich exposure to the *arts and athletics*, and where every student graduates career, college, and citizenship ready.

1. In realizing our vision, name something you think Portsmouth Public Schools should be 1st in NH at that can be *fairly easily measured/compared with other schools*

2. In realizing our vision, name something you think Portsmouth Public Schools should be 1st in NH at that *can't be easily measured/compared with other schools.*

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a.
vii

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VIII.
b.
1.

Dr. Robert J. Lister
69 Diamond Drive
Portsmouth, New Hampshire 03801-3569
(603) 431-6577
rjlportsmouth@yahoo.com

April 29, 2016

Dr. Steve Zdravec, Superintendent of Schools
School Board Chair Leslie Stevens
Members of the Portsmouth School Board
1 Junkins Avenue, City Hall Complex
Portsmouth, New Hampshire
03801


“ 47,000 opiate overdose deaths nationwide in 2015”

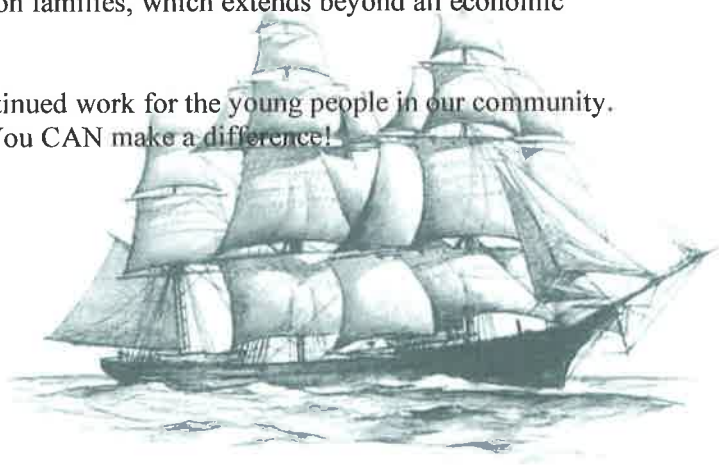
“ 431 opiate overdose deaths in New Hampshire in 2015”

I write to you in regards to the opiate issue that is headlined everyday in the media. The statistics are astounding regarding the use and the number of overdoses that occur every day. The Portsmouth Community is not immune to the effects of this epidemic and after continued work with local agencies in the Seacoast and in Strafford County where I have been involved with the Goodwin Health Center and the Somersworth and Farmington School Districts it is obvious that the only way to deal with this issue is through education, collaboration and cooperation. Even in our own community, there are efforts underway to deal with treatment but I am concerned that not enough effort goes into prevention. We are all responsible for prevention. We have the opportunity to save a generation of young people if we use our resources wisely. The economic impact, and the impact on our justice system and the lack of treatment services in our state are well documented, and I choose not to dwell on those in this request. I believe communities can turn this around promoting education and prevention, especially with young people who are our greatest resource.

Knowing that the Portsmouth School Board has had some discussion about this issue recently, I am requesting that there be a concerted effort as you prepare for the next school year and do whatever you can now to promote prevention strategies in the school district with a focus on our young people remembering that even though a student may not be involved in opiate use themselves, they may have a family member (s) who may be addicted/affected, which creates psychological and economic hardships. How difficult must it be for a student to have to come to school and worry about their family? The statistics of drug use and treatment are staggering but what we are not able to assess is the stress on families, which extends beyond all economic boundaries.

I thank you for your consideration and continued work for the young people in our community. Schools are places of hope for the future. You CAN make a difference!

Respectfully,

Dr. Robert J. Lister



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IX.
D.
I.

PORTSMOUTH SCHOOL DISTRICT WELLNESS POLICY

Portsmouth School District is committed to the optimal development of every student including promoting physical activity. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods and physical activity programs throughout the school day.
- Students will gain knowledge, skills and behavior concerning wellness and physical fitness.
- Students receive quality nutrition and wellness education that helps them develop lifelong healthy eating behaviors;
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

Wellness Advisory Committee

Committee Role and Membership

The District will convene a Wellness Advisory Committee (hereto referred to as the WAC or work within an existing school health committee) that meets at least four times per year to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The Committee shall include the following representatives, as the Board deems appropriate:

- Parents
- Students
- School Nutrition
- School Board
- School Administration
- Public

School nurse/health

Leadership

The Superintendent or designee(s) will convene the WAC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The Wellness Program of the school will include opportunities for students to:

Gain knowledge, skills, and behavior concerning wellness and physical fitness.

Students will be offered recess periods, physical education classes, walking programs, integration of physical activity into the academic curriculum, and after-school programs, including intramurals, interscholastic athletics and physical activity clubs.

Foods made available on school grounds and at school-sponsored activities shall be consistent with the School Board's nutrition policy and in conformance with the regulations issued by the United States Secretary of Agriculture as applicable to schools.

The Superintendent of Schools shall be responsible for the implementation of this policy and recommendations adopted by the School Board.

Progress Reports

The District will inform the community on the progress of the schools within the district in meeting wellness goals. This communication will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- Information on how individuals and the public can get involved with the WAC.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The Superintendent or designee is responsible for managing the triennial assessment. The WAC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

Revisions and Updating the Policy

The WAC will update or modify the wellness policy based on the results of the progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Nutrition

School Meals

Our school district is committed to serving healthy meals to children in accordance with the Portsmouth School Board School Nutrition policy (EFE).

The District will implement at least four of the following five Farm to School activities:

- Local and/or regional products are incorporated into the school meal program;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School hosts a school garden;
- School hosts field trips to local farms; and
- School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available during the school day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day conform to the Portsmouth School Board School Nutrition policy (EFE).

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the Alliance for a Healthier Generation and the USDA].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;

- Teach media literacy with an emphasis on food and beverage marketing; and

Physical Activity (See also School Board Policy IMAH)

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board encourages students and staff participate in developmentally appropriate physical activity and exercise at for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

- (1) Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- (2) Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
- (3) Integrate health and physical activity across the school curriculum;
- (4) Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- (5) Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- (6) Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will help school staff recognize their influence as role models for active lifestyles;
- (7) Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- (8) Encourage physical activity recess periods; and
- (9) Periodically evaluate programs so that all students are engaging in developmentally appropriate daily physical activity.

Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities to include the following:

- *Community Partnerships*
- *Community Health Promotion and Engagement*
- *Staff Wellness and Health Promotion*
- *Professional Learning*

PORTSMOUTH SCHOOL DISTRICT WELLNESS POLICY

Preamble

Portsmouth School District is committed to the optimal development of every student including promoting physical activity. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods and physical activity programs throughout the school day ~~both through reimbursable school meals and other foods available throughout the school campus~~ in accordance with Federal and state nutrition standards;
- Students will gain knowledge, skills and behavior concerning wellness and physical fitness.
- Students receive quality nutrition and wellness education that helps them develop lifelong healthy eating behaviors;
- ~~Motivation for students to be physically active through daily offerings, including recess periods, physical activity education classes, walking programs, integration of physical activity into the academic curriculum and after-school programs, including intramurals, interscholastic athletics and physical activity clubs.~~
- ~~Students have opportunities to be physically active before, during, and after school.~~
- ~~Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;~~
- ~~School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;~~
- ~~The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and~~
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

District Wellness Advisory Committee

Committee Role and Membership

Portsmouth School Board Approved:
Portsmouth School Board Revised:

May 8, 2012

The District will convene a Wellness Advisory Committee (hereto referred to as the WAC or work within an existing school health committee) that meets at least four times per year to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The Committee shall include the following representatives, as the Board deems appropriate:

Parents
Students
School Nutrition
School Board
School Administration
Public
School nurse/health

Leadership

The Superintendent or designee(s) will convene the WAC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The Wellness Program of the school will include opportunities for students to:

Gain knowledge, skills, and behavior concerning wellness and physical fitness.

~~Students will be offered~~ Motivation for students to be physically active through daily offerings, including recess periods, physical education classes, walking programs, integration of physical activity into the academic curriculum, and after-school programs, including intramurals, interscholastic athletics and physical activity clubs.

Foods made available on school grounds and at school-sponsored activities shall be consistent with the School Board's nutrition policy and in conformance with the regulations issued by the United States Secretary of Agriculture as applicable to schools.

The Superintendent of Schools shall be responsible for the implementation of this policy and recommendations adopted by the School Board.

Portsmouth School Board Approved:
Portsmouth School Board Revised:

May 8, 2012

Progress Reports

The District will inform the community on the progress of the schools within the district in meeting wellness goals. This communication will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- Information on how individuals and the public can get involved with the WAC.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
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Portsmouth School Board Approved:
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Portsmouth School Board Approved:
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May 8, 2012

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- Teach media literacy with an emphasis on food and beverage marketing; and

Physical Activity (See also School Board Policy IMAH)

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board ~~encourages~~ recommends that students and staff participate in developmentally appropriate physical activity and exercise at for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

- (1) Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- (2) Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
- (3) Integrate health and physical activity across the school curriculum;
- (4) Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- (5) Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- (6) Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will help school staff recognize their influence as role models for active lifestyles;
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Portsmouth School Board Approved:
Portsmouth School Board Revised:

May 8, 2012

(8) Encourage physical activity recess periods; and

(9) Periodically evaluate programs so that all students are engaging in developmentally appropriate daily physical activity.

Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities to include the following. ~~The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.~~

~~All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the WAC.~~

~~All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.~~

• Community Partnerships

~~The District will promote relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.~~

• Community Health Promotion and Engagement

~~The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.~~

• Staff Wellness and Health Promotion

~~The WAC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.~~

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Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

- *Professional Learning*

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When feasible, the District will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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New Hire:

Name: Jessica Paradis **Master's** – Special Education, University of Oregon,
Eugene, Oregon June 2015

Address: 3255 Gateway Street, Unit 10 **Bachelor's** – Educational Foundations, University of
Springfield, OR 97477 Oregon, Eugene, Oregon June 2013

Position: Special Education **Experience:**
2015-present Special Education Teacher, Creswell
School District, Creswell, Oregon

Location: PMS

Replacing: Jeanne Loughan - Retired

Effective: July 1, 2016

Interval: 2

Salary: **\$50,640** Base \$44,005 + Degree 6,635

Funding Source: General Fund

Certification: Certified in Oregon and will begin the process to become New Hampshire Certified,
Special Education

New Hire:

Name: Kristen Sweeney **Master's** – Evaluative Clinical Science, Dartmouth College, Hanover, New Hampshire May 1996

Address: 1748 State Road **Master's** – Business Administrator, Southern New Hampshire University, Manchester, New Hampshire May 1993
Eliot, ME 03903

Position: 8th Grade Science **Bachelor's** – Spanish and Liberal Studies, Saint Anselm College, Goffstown, New Hampshire May 1988

Location: PMS **Experience:**
2007-2009 Science Teacher, grades 7/8, Saint Mary Academy, Dover, New Hampshire

Replacing: Susan Spiegle-Hoey Retired

Effective: July 1, 2016

Interval: 3

Salary: \$56,161 Base \$45,325+ Degree 10,836

Funding Source: General Fund

Certification: New Hampshire Certified #1811 Elementary

New Hire:

Name: Emily Crane **Master's in process** – Secondary Education,
University of New Hampshire, Durham, New
Hampshire anticipated May 2016

Address: 8 Emerald Drive **Bachelor's** – History, University of New Hampshire,
Derry, NH 03038 Durham, New Hampshire May 2015

Position: 7th Grade Social Studies

Location: PMS

Replacing: Holly Littlefield - Retired

Effective: July 1, 2016

Interval: 1

Salary: **\$49,358** Base \$42,723 + Degree 6,635

Funding Source: General Fund

Certification: In the process of New Hampshire Certification in Social Studies

X.a.v.

School Board

May 10, 2016

New Hire:

Name: Bryan Stewart **Master's** – Technology in Integration, Lesley University, Cambridge, Massachusetts August 2012

Address: 15 Huckins Drive **Bachelor's** – Psychology, University of New
Newmarket, NH 03857 Hampshire, Durham, New Hampshire May 2008

Position: Technology Integrator/Coach **Experience:**
2013-present Technology Integrator, Barnstead
Elementary School, Barnstead, New Hampshire

Location: PMS

Replacing: Rhonda Johnson - Retired

Effective: July 1, 2016

Interval: 4

Salary: \$53,320 Base \$46,685 + Degree 6,635

Funding Source: General Fund

Certification: New Hampshire certified #0350 Education Technology Integrator

X b.

April 12, 2016

Dear Dr. Zdravec,

I would like to request a leave of absence for the first semester of the 2016-2017 school year (August until the end of January) due to the anticipated arrival of our second child at the end of July.

Thank you,



Julia Ghoting
ESOL Teacher
Dondero Elementary School

CC: Kate Callahan
Jeanette Souther
Jean Frisbee
Linda Briolat

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Food Service Program

A Director of the Food Service Program shall be employed to be responsible for the operation of the Program under the direction of the Business Administrator. The Director shall be responsible for the compliance with all Federal, State and local rules, regulations and Board policies.

The food service accounts shall be audited each year by an outside auditor using the same fiscal year at the Portsmouth School Department.

The objectives of the school program are:

1. To provide high quality, nutritional school meals (breakfast, lunch, snacks) to all students.
2. To provide meals at an affordable price or at a reduced price or free for students of parents who meet federal financial guidelines.
3. To operate on a non-profit status.
4. To maintain all required governmental and health department standards.

The Board has established the school meals program as an integral part of the total school program with the following guidelines:

1. The school meals program will operate on a non-profit basis and will pay all expenses and provide a reserve fund for equipment purchase and replacement.
2. Strict compliance with all laws and regulations pertaining to health, sanitation and safety, internal accounting, employment practices, federal guidelines, and cost of meals is required with periodic reporting.
3. The school meals program will be conducted as an additional learning experience for students.
4. No food, other than that offered through the school meals program, will be made available to students during the school day unless authorized by the school principal and in co-ordination with the Director of Food Services.

At the end of each fiscal year, the School Department general funds shall transfer to the Food Service account an amount equal to the total of outstanding student accounts receivable as of June 30th.

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